

San José State University
Department of English and Comparative Literature
English 1B–CT & Writing (20886), Sec. 60, Spring 2015

Instructor:	Dr. Linda Landau
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Office Hours:	MW 3:00-4:00pm, and T 3:00 by appt.
Class Days/Time:	MW 4:30-5:45
Classroom:	Sweeney Hall 348
Prerequisites:	C or better in Oral Communication (A1), English 1A (A2)
GE/SJSU Studies Category:	Qualitative Reasoning (A3)

MYSJSU Messaging

Course materials such as the syllabus, course book, additional readings, assignment instructions, and due dates can be found on the Canvas learning management system course website at <https://sjsu.instructure.com> (Log on with your SJSUOne ID and password). You are responsible for regularly checking Canvas and your email to learn of any updates.

Course Description

English 2 introduces students to the basic concepts of critical thinking—the systematic determination to decide to accept, reject, or suspend judgment about a particular claim or theory. Through integrated reading, writing, oral, and research assignments, students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, integrate counterarguments and qualification as appropriate, and reach well-supported factual conclusions and judgments. Students will develop these critical thinking skills by analyzing and discussing texts that explicitly or implicitly express the concerns of our diverse culture, and will integrate these and other culturally oriented readings into their argumentative and analytical essays. Reading and discussion topics include definition of terms, distinctions between factual and judgmental statements, the different processes of inductive and deductive reasoning, the use of evidence to support premises, the role of individual perspective, cultural assumptions, and foundational principles in interpretation and argumentation, the function of language in accepting or rejecting claims, and the recognition of standards of proof versus common fallacies, unacceptable premises, and misleading logical and rhetorical devices in unsound arguments.

General Education Learning Outcomes (A3 GELO)

The goal of this course is to enable students to recognize the elements of rational analysis, to analyze and evaluate assumptions, evidence, and arguments in a multi-cultural context, and to apply these skills in everyday as well as academic and professional settings. Students should be able to recognize and use formal and informal methods of logic for determining the validity of deductive reasoning and the strength of inductive reasoning in order to reach well-supported factual conclusions and judgments.

Because reasoning skills are cumulative and comprehensive, student learning outcomes will be demonstrated across a range of critical thinking activities, including reading, class and group discussion, library and internet research, formal and informal essay writing, and individual and panel presentations. Upon successful completion of this course, students will be able to

GELO 1: locate and evaluate sources through library research, and integrate research through appropriate citation and quotation.

Activities and assignments: Students will write one research-informed persuasive argumentative essay and one research-informed critical essay, each based primarily on published academic and professional articles retrieved from the library database. Both essays will be evaluated on 1) the quality of research and how well it supports and strengthens the argument, 2) the effectiveness of the introduction and integration of sources into the student's argument, and 3) the accurate use of MLA guidelines for citation, including strategic summary, paraphrase, and quoting practices. Students will attend a library session conducted by a librarian on how to use library databases to locate relevant articles and books and RefWorks to help generate citations. Students will review MLA citation guidelines in their handbook *Everyday Writer* before participating in a citation workshop for the first essay. Students will practice evaluating the quality of the articles assigned for class and team discussions.

GELO 1 will be assessed on the quality of introduction and accuracy of citation of *at least 2* separate sources in a **brief position paper preceding the argumentative essay**. The position paper will demonstrate the student's ability to 1) critically evaluate the source's authority and credibility, 2) integrate the quote, paraphrase, or summary, and 3) properly cite sources in the body of the essay and the works cited section at the end of the position paper.

GELO 2: present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue and other points of view.

Activities and assignments: Students will write one research-informed critical essay, one research-informed persuasive argumentative essay, and two essay exams, each analyzing, interpreting, and evaluating texts, each responding to other arguments using the Rogerian method of dialogue, and each using deductive and inductive reasoning and legitimate rhetorical strategies to argue a logical conclusion. The course focuses on complex constitutional issues affecting United States citizens today such as freedom of religion and expression, separation of church and state, gun control, and right to privacy. In the course book, students will read about the meaning and strategic uses of language as well as about ways to construct, reconstruct, write, and assess arguments.

GELO 2 will be assessed on the logical development and persuasive effectiveness of the argument of the **research-informed persuasive argument on constitutional rights**, in particular on the structure of the argument and the use of language—denotation, connotation, metaphor, and analogy—to effectively persuade the reader of the validity and soundness of the argument.

GELO 3: effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.

Activities and assignments: Students will write one research-informed critical essay, one research-informed persuasive argumentative essay, including revisions, and two essay exams, each requiring the interpretation and evaluation of source information. Students will discuss methods for establishing the reliability of sources before writing the research paper. Students will read several articles individually and in teams to locate, interpret, and evaluate information, and will read about Assessing Truth Claims, the Relevance and Adequacy of Premises, and Irrational Techniques of Persuasion in their course book and will complete exercises in the

course book that provide explanation and practice in discerning the differences between valid arguments, false assertions, and manipulative strategies, as well as practice identifying logical fallacies and unsupported opinions in propaganda, advertising, and news reports.

GELO 3 will be assessed on the quality of the information used to develop the **short position paper preceding the argumentative essay (see GELO 1)**, which will require the student to extract information from a series of articles of varying authority and credibility on the same subject, interpret the arguments using the articles' information, evaluate the validity of the arguments and the quality of the information, and select the information to be used to support their own argument in the essay. On the **second exam** students will identify the fallacies of 1) unacceptable premises, specifically, incorrect or non-representative statistics from unreliable and biased authorities, and 2) irrelevant premises, specifically misleading statistics and fallacious appeals.

GELO 4: identify and critically evaluate the assumptions in and the context of an argument.

Activities and assignments: Students will practice identifying the rhetorical situation of an argument—its purpose, audience, context, place, time, *kairos*, media, which all play a crucial role in both the comprehension of another's argument and the expression of one's own. Moreover, arguments, whether written or verbal, usually articulate only two of the three claims of a syllogism, and many are based on a foundational principle that may not be shared by others or on an underlying assumption running counter to the claim. Students will practice evaluating an argument's soundness by identifying these assumptions and understanding the context in which they are uttered.

GELO 4 will be assessed on the **critical essay, final panel presentation, and essay exams**, which will all require students to identify assumptions and analyze the rhetorical situation of an argument as well as identify fallacious appeals to ethos and pathos.

GELO 5: effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

Activities and assignments: Students will identify the various forms of valid reasoning, assess inferences, and distinguish between the inductive arguments associated with scientific research and the deductive reasoning often found in political and moral arguments. Students will read in their course book sections on deductive reasoning and reconstructing arguments, inductive reasoning and inference to the best explanation, and will diagram and evaluate deductive arguments—the premises and conclusions of classical syllogisms, enthymemes, the claims and reasons of modern argumentation, and the emphasis on empathy and counterargument of the Rogerian method.

GELO 5 will be assessed on the structure of the **research-informed argumentative essay** that will use an amendment of the US constitution as one of the premises of an argument claiming the validity of one side of an issue. On the **first exam**, students will diagram arguments and distinguish between non-arguments, and inductive and deductive arguments.

ENGL 1B Course Learning Goals (CLO)

Upon successful completion of the course, students will be able to

1. Discuss complex ideas clearly, logically, persuasively.
2. State a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate.
3. Identify the different kinds of argument and the kinds of evidence appropriate to each one.

4. Integrate research logically and ethically; analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources.
5. Use appropriate paragraph and essay conventions to organize arguments into clear, readable logical sequences that are both coherent and persuasive.
6. Control syntax, grammar, and punctuation to develop prose that is readable, logical, clear.
7. Identify formal argumentative structures (warrants, evidence, qualification, rebuttal, enthymemes and syllogisms) and distinguish common logical fallacies.
8. Draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

Required Texts

- 🍏 Class Course Book and Readings posted on Canvas, distributed by email, or in class.
- 🍏 Lunsford, Andrea. *Everyday Writer (with 2009 MLA & 2010 APA Updates, exercises, and LearningCurve)*. 5th Edition. Bedford/St. Martins, 2013. ISBN-13: 978-1-4576-6712-1
Electronic edition or <http://bcs.bedfordstmartins.com/everydaywriter5e/>
- 🍏 A college level dictionary—print or online. Bring to class every session.

Course Requirements and Assignments

Reading Assignments: Readings in our Course Book (Rhetoric-Reader), and selected articles and videos will be integrated into weekly informal writing assignments as well as workshops, panel discussions, and class discussion on best critical thinking methods. These readings offer explanation and exercises for practicing critical thinking, as well as serve as writing models for academic, general, and specific audiences. For this reason, the assigned reading must be completed *before* the class it is due, and a print-out brought to the session.

Oral assignments: You will be required to participate in debates, respond orally to an article, book or video, lead a panel discussion, and actively participate in team collaborative work. These assignments require a written outline or essay and the skills you have learned in Oral Communication. They will be graded and evaluated according to logic, content, delivery, and the effective use of visual tools. The final will be an oral exam.

Participation: Sharing ideas, asking questions, and providing valuable peer review feedback are extremely important activities for developing critical thinking. In-class activities cannot be made up. If you cannot attend a workshop, it is your responsibility to notify your peer group and make arrangements to exchange papers with a team member.

Writing Assignments: This class requires a minimum of 6,000 words, at least 4000 of which must be in revised final draft form (GE requirement), which will be evaluated with substantial instructor feedback for their logical structure, level of critical thinking, and quality of writing. You will be given a specific prompt for each assignment detailing all the requirements, including due dates and word requirements, and a rubric listing criteria for evaluating your essay. All writing will be assessed for its level of qualitative reasoning, integrated research, and synthesized ideas as well as for its grammar, clarity, conciseness, coherence, and proper MLA citation. There will be at least one workshop for peer review and feedback before submitting major essays, and the peer reviewed essay with substantial comments must be submitted with your final revision. Refer to the *Everyday Writer* handbook for MLA guidelines.

Late Papers and Missed In-class Essays: Late essays drop 2 pts for every day they are late, which could cost you up to 10% of your total points and lower your grade one level. If you miss an in-class essay and have a valid excuse (e.g. documented illness, religious holiday), you will be allowed to take a make-up essay during my office hours on condition you notify me *before* or *within 24 hours after* the in-class essay date.

Assignments, including word count, point distribution, GELO assessment

This a skill based and task oriented course with collaboration playing a significant role.

All assignments address the 5 core competencies required of SJSU students: written and oral communication, qualitative reasoning, informational literacy, and critical thinking. GELOs overlap and are assessed in all assignments; *signifies assessment assignment for that GELO.

Assignments	Word Count	% of Grade	GELO	CLO	Due Date
2 In-class Essays: Synthesis, Evaluation, Response	2X350	10%	2-5	1,2,5,6	
Persuasive Definition of a Concept Research-informed essay providing reportive and stipulative definitions of a concept or problem, and analyzing their underlying assumptions.	500	10%	1-4	1,2, 4-6, 8	2/16
Critical Analysis of Current Event or Cultural Artifact Research-informed argumentative essay analyzing a cultural artifact, practice, or event, the values and beliefs it reflects, and its impact on America. Peer reviewed and revised . (1,200-1,400 words) Critical Review of the assignment and the critical thinking-writing process that contributed to the essay's writing and revision. (250 words) Panel presentation using written outline, visuals	2,000	20%	1, 3, 4*	1,2, 4-6, 8	3 /4 Peer Review 3/11 Revision
Rhetorical Analysis of an Article Essay analyzing and evaluating claims represented as fact and the assumptions underlying them.	500	10%	1, 3*, 4, 5	1-6,8	
Position Paper	500	10%	1*- 3*	1-6	
Persuasive Argument – Constitutional or Human Rights Research-informed argumentative essay using a combination of the Rogerian and Classical arguments. Peer reviewed and revised . (1,250-1,400 words) Panel presentation using written outline, visuals	2,000	20%	1,2*, 4, 5*	1-8	
Final Exam Panel discussion with visual component		10%	2-5	1-6	
Participation Evidence of critical thinking: homework preparation, team and class discussion, quizzes,		10%	2-5		

Grading Criteria for Out-of-Class and In-Class Essays:

An "A" Essay

1. Is fluent and well-developed, demonstrating a clear understanding of the assignment with content expressing sophisticated ideas that are the result of critical thinking. Creates appropriate college level, academic tone.
2. Is an act of communication that invites dialogue with intended audience.
3. Has a title, introduction that creates a mental image, clear thesis appropriately placed, topic sentences, developed body paragraphs, transitions, and a conclusion that together convey the essay's message in an organized, concise, and lucid manner.
4. Uses relevant examples that advance the argument. Makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.
5. Analyzes concepts fluently and synthesizes ideas creatively.
6. Accurately evaluates supporting materials obtained from the library, using appropriate sources for an academic paper, and follows the MLA standards of presentation, including accurate parenthetical documentation and a properly documented works cited page according to the MLA style.
7. Illustrates proficiency in using quotations effectively, summarizing and paraphrasing accurately, and integrating sources fluently. It does not overuse sources.
8. Uses language effectively, including sophisticated word choices and sentences that have syntactic complexity and variety.
9. Is free of grammatical, mechanical, and usage errors. Has correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.
10. Meets the requirements of length and scope without wordiness, and when applicable, is submitted on time with appropriate pre-writing materials (outline, first drafts).

Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers or essays with citations but without a works cited at the end will be returned unread with a grade of NC. Failure to submit assignments usually results in a D or F in the course.

Essay Format and Submission Policy

Your final version essay is submitted

1. **In hardcopy at the beginning of class**, with the following items in this order:
 - a. Rubric on top, checked-off and signed, if applicable
 - b. Final Version with Works Cited list at end of essay
 - c. Printed topic outline
 - d. Peer reviewed draft (with reviewers' names and comments)
 - e. Reflection on the writing/thinking process
2. **Online to Canvas**, where it will be sent to turniton.com.

Essays are NOT considered submitted till these 2 steps have been completed.

You will lose 2 points for every day this process remains incomplete.

In-class essays are written in clear handwriting in **blue or black ink** on 8 ½ x11 inch lined paper.

Out-of-class essays must be **typed, double-spaced**, in **12 point font**, with **1 inch margins** on all sides, printed on one side of the paper only.

The first page of your essay should be formatted according to MLA guidelines as follows:

Your name	Last name 1
Prof. Landau	
English 1B-60	Number your pages, beginning with page 2. To set up page numbers, go to INSERT, select PAGE NUMBER, Top of Page, #3. A new bar will appear.
Date	Select DESIGN, check Different First Page.
Above info first page only (single spaced)	
Title	
Begin paragraphs with an indent using either TAB or automatic indent (right click <i>Paragraph</i> , select <i>Indent</i> in <i>Special</i> window). Do not skip a line between paragraphs, so if your default is set to <i>6 pt After</i> , go to PAGE LAYOUT, and under <i>Spacing</i> , select <i>0 pt After</i> for entire document.	
If you quote, paraphrase, or summarize another work, your essay must conform to MLA citation guidelines, including a Works Cited at the end (see your handbook). For Works Cited, selecting <i>Hanging</i> indent in the <i>Special</i> window.	

Grading Policy

Grading: A-F. This course must be passed with a C or better as a CSU graduation requirement. A passing grade in the course signifies that you satisfactorily use qualitative reasoning skills in oral and written assignments. Your class grade will be determined according to the following criteria:

A (90-100) = Exceptional communicative skills; excellent preparation for class discussion; always volunteers; exemplary mastery and intellectual curiosity regarding course readings and concepts; enthusiasm and initiative, particularly during group activities.

B (80-89) = Good communicative skills; solid preparation for class discussion; consistently volunteers; exemplary interest and engagement regarding course readings and concepts; positive attitude; meaningful contributions during group activities.

C (70-79) = Satisfactory communicative skills; fair preparation for class discussion; occasionally volunteers; exemplary competence regarding course readings and concepts; inoffensive, but noncommittal attitude; sporadic contributions during group activities.

C- (70-72) / D (60-69) = Limited communicative skills, uneven preparation for class; rarely volunteers; demonstrated indifference or irritation when prompted; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior; failure to submit essays and homework. **C- is NOT a passing grade.**

F (59-0) = Weak communicative skills; little to no preparation for class; little evidence of reading assignments; never volunteers, or doesn't respond when prompted; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to team.

University Policy

Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Estimation of Per-Unit Student Workload
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Recording policies
- Adding and dropping classes

Classroom Protocol

Credit hours: Success in English 1A is based on the university's expectation that students invest in studying, preparing, and participating in classroom instruction a minimum of 3 hours per unit of credit: 3 hours per unit per week = a minimum of *9 hours per week or 45 hours per semester*.

Electronic equipment: Smart phones, laptops, tablets may be used during class for online dictionary use and handbook exercises only, but never during exams. If it detracts from your class and team participation, you will be asked to put the device out of sight. Texting is forbidden.

Food and drinks, with the exception of bottled water, are not allowed in the classroom.

Diversity: Reading and writing assignments address issues of race, class, ethnicity, and gender, and readings are written by a variety of voices. Such diversity requires an open mind and healthy respect for the viewpoints of others. Discussions on controversial subjects are conducted in a manner befitting an academic setting.

Plagiarism: To plagiarize is to use the ideas or writing of another as one's own. When borrowing from outside sources, students must credit the author. Neglecting to do so will result in a failing grade for that paper. Plagiarism also includes submitting a paper (including your own) that has already been submitted to another class at SJSU or at another school *without* the former instructor's and my written permission. If you plagiarize twice, you not only fail this course, but will also be reported to the university authorities for disciplinary proceedings.

Accessible Education Center and Campus Policy in Compliance with American Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

Library Liaison for English courses

Paul Kauppila, Dr. Martin Luther King Jr. Library

Email: Paul.Kauppila@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14946>

SJSU Writing Center



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit [Writing Center website: http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs are available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services, which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. Consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics, including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. Computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is available in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide individual, couple, and group consultations on issues of student mental health, campus climate, and psychological and academic issues. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

SJSU Student Health Center

The SJSU Student Health Center, located in Health Building 210, offers appointments for injuries, illness and health exams, screening for urgent concerns, including lab tests and x-rays, prescriptions, immunizations, nutrition counseling, and more. The SJSU Health Fee entitles students (insured or not) to receive most services at no cost. For appointments, call (408) 924-6122. For after-hours Advice Nurse Line, call (866) 935-6347. For more information, visit <http://www.sjsu.edu/studenthealth>.

CT & Writing – Spring 2015 Course Schedule

This schedule, including assignments and due dates, is tentative and will change according to class needs. You will be notified in class and by email of the changes.

Assignments are listed on the day they are due.

Week	Date	Topics, Readings, Assignments, Deadlines
1	M 1/26 W 1/28	Introductions, syllabus, survey Rhetorical Situation, TEA, and Writing in English 2: Why (2-3)
2	M 2/2 W 2/4	Language and Meaning: Denotations, Connotations, and Bias (4-6) Evaluating definitions for clarity, ambiguity, purpose (7)
3	M 2/9 W 2/11	Stipulative Definitions, Writing a Definition Essay (8-10) Necessary v Sufficient Conditions (11-12) Peer Review Workshop
4	M 2/16 W 2/18	Definition Essay 1 due Critiquing Culture–Ads Rhetorical Analysis of a Cultural Analysis (13-16)
5	M 2/23 W 2/25	Writing a Cultural Analysis and Citing Sources Workshop Inductive Reasoning and Inference to the Best Explanation (17-18) PDF: 1491 Atlantic
6	M 3/2 W 3/4	Library Orientation Peer Review Workshop for Cultural Analysis Essay
7	M 3/9 W 3/11	Art of Persuasion: Appeals to Ethos, Pathos, Logos Cultural Analysis Essay 2 due on Canvas and in Class Scientific Reasoning: Causation, Correlation, Statistical Reliability In-class Essay – Analysis of a Rhetorical Situation
8	M 3/16 W 3/18	Evaluating Sources: Reliability, Persuasive Language (<i>Daily Beast, Huffington Post, PEW, CQ Researcher, etc.</i>) Select article or story for rhetorical analysis Deductive vs. Inductive Reasoning: Syllogisms, Enthymeme, Conditionals
	M 3/23 W 3/25	SPRING RECESS – CAMPUS CLOSED
9	M 3/30 W 4/1	Structure of Classical Deductive Arguments: Diagramming Arguments Strategies for Assessing Relevance and Irrelevant Appeals
10	M 4/6 W 4/8	Unacceptable Premises: 4 Fallacies Steven Pinker video Criterion of Adequacy & Causal Fallacies
11	M 4/13 W 4/15	Irrational Techniques of Persuasion (295-310) Rogerian Dialogue
12	M 4/20 W 4/22	Panel Debates – Constitutional Rights & Rhetorical Analysis of one article Panel Debates – Constitutional Rights & Rhetorical Analysis of one article
13	M 4/27 W 4/29	Essay 2 Draft due

Week	Date	Topics, Readings, Assignments, Deadlines
14	M 5/4 W 5/6	<i>Essay 2 due</i> Inductive / Analogical Reasoning Review
15	M 5/11 W 5/13	Deductive Reasoning Review / <i>Project Review due</i>
Final Exam	TH 5/21 2:45-5:00	<i>Final Exam</i>

Important Dates Spring 2015

Important SJSU Dates Spring 2015

Monday	January 19	Dr. Martin Luther King, Jr. Day - Campus Closed
Wednesday	January 21	Spring Semester Begins
Wednesday	January 21	Pre-Instruction Activities: Orientation, Faculty Meetings
Thursday	January 22	First Day of Instruction – Classes Begin
Tuesday	February 3	Last Day to drop courses without entry on permanent record
Tuesday	February 10	Last Day to Add Courses & Register Late
Wednesday	February 18	Enrollment Census Date
M-F	March 23-27	Spring Recess
Tuesday	March 31	Cesar Chavez Day - Campus Closed
Wednesday	May 13	Last Day of Instruction – Last Day of Classes
Thursday	May 14	Study/Conference Day (no classes or exams)
Friday	May 15	Final Examinations
M-TH	May 18-21	Final Examinations
Friday	May 22	Final Examinations Make-Up Day
Saturday	May 23	Commencement
Monday	May 25	Memorial Day - Campus Closed
Tuesday	May 26	Grade Evaluation Day
Wednesday	May 27	Grades Due From Faculty - End of Spring Semester
Wednesday	May 27	End of Academic Year

Spring 2015 Literary Readings at SJSU

Jan 29, 6pm, MLK 590 (Steinbeck Center) – MFA Program Open House featuring a reading by SJSU Creative Writing Faculty, Lurie Visiting Writer Andrew Lam, and former California Poet Laureate Al Young.

Feb. 4, 7pm, MLK 225/229 - Bay Area Doubleheader with bestselling novelist and short-story writer **Michelle Richmond** (*Golden State, The Year of Fog*) and award-winning poet **Randall Mann** (*Straight Razor, Breakfast with Thom Gunn*).

Feb. 25, 7pm, MLK 225/229 - Literary Spouse Tag Team with fiction writer and memoirist **Bich Minh Nguyen** (*Stealing Buddha's Dinner, Short Girls*) and novelist **Porter Shreve** (*The End of the Book, When the White House Was Ours*).

March 4, 7:00pm, MLK 590 (Steinbeck Center)- Former Steinbeck Fellow **Charles McLeod** reads from his new collection of short stories, *Settlers of Unassigned Lands*.

March 18, 7pm, MLK 255 - Poet, essayist, fiction writer and translator **Kazim Ali**. Presented by Persian Studies, Middle East Studies, Dept. of English and Comparative Literature, and the CLA.

April 2, 7pm, MLK 225/229- 2015 Lurie Distinguished Visiting Author **Andrew Lam**. Presented by the Creative Writing Program, the Dept. of English and Comparative Literature, and the CLA.

April 7, 7pm, MLK 225/229 - Santa Clara County Poet Laureate **David Perez** (*Love in a Time of Robot Apocalypse*).

April 15, 7:00pm, MLK 590 (Steinbeck Center) - 2014-2015 Steinbeck Fellows **Cara Bayles**, **Yalitza Ferreras**, and **Reese Okyong Kwon**, read from work in progress.

April 22, 7pm, MLK 225/229 - The 2015 Martha Heasley Cox Lecture with novelist **Susan Choi** (*American Woman, My Education, A Person of Interest*).

April 23, 1pm, MLK 225/229 - **Susan Choi** in Conversation with CLA Director Andrew Altschul.

May 4, 6:00pm, MLK 590 (Steinbeck Center)

SJSU MFA alumnus **Daniel Arnold** reads from *Snowblind*, a new collection of mountaineering adventure tales in the tradition of Jack London and Robert Louis Stevenson.

Details of readings <http://www.litart.org>. Check SJSU Calendar for last minute time or location changes.